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ABSTRACT

This individualized program developed for students in grades 4-6 at Herman Hesse Elementary School in Georgia, is designed to provide the students with the basic library skills needed to make them independent learners in the media center. Activity sheets for student use comprise the major portion of the document. (Author/AWP)

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AN INDIVIDUALIZED LIBRARY SKILLS PROGRAM

by

Bess Chappas

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IR005786

Directed Individual Study
Media 893 - Summer 1977
Milton Christison

DESCRIPTION OF THE PROGRAM

This is an individualized program designed to teach library skills to students in grades 4 - 6 at Herman Hesse Elementary School in Savannah, Georgia.

Hesse School has a student population of 507 (1976-77) divided among 17 regular classroom teachers, 1 EMR teacher, and a Kindergarten teacher. There are 10 additional professionals and "special" teachers at Hesse.

Hesse School Media Center is operated on an "open concept." Both students and teachers use the facilities extensively. It is believed that this type of skills program will be in accordance with the existing schedule of the media center.

The goals and objectives of this plan are designed to provide the students with the basic skills to make them independent learners in the media center. These goals and objectives are not intended to be comprehensive but are viewed as a beginning toward a complete skills program. The objectives are written in behavioral terms whenever feasible.

The activities are intended to be easy and to help the student acquire knowledge and skills with a minimum of supervision. The students are encouraged to consult with the media staff or to seek help anytime it was felt that there might be difficulty experienced.

The evaluation instrument is designed for diagnosis as well as testing. The numbers in parenthesis on the margin of the tests indicated the number of the objective tested by that particular item.

This program will be introduced to the faculty at the beginning of the year. Teachers will receive copies of the goals and objectives so they may aid their students toward completion of the program. Teachers will be asked for evaluation of the program at the end of the year. Students will be asked to fill out attitude questionnaires when they complete Level 1 and at the end of the program.

This program has been "child tested" by a 10 year old boy for readability and clarity. Although he could not answer all the questions, he stated that the directions were clear. He also stated that it was "fun to do".

FORMAT

The activities of this program will be housed in two heavy-duty cardboard boxes. The boxes (one for each level) will hold folders containing activity sheets numbered sequentially.

Each student will be given the evaluation instrument and assigned to a Level and an activity within that level according to the results of the test. The student will be given a folder with his first activity. A record sheet will be kept by the student under the supervision of the media specialist.

When the student satisfactorily accomplishes the activity, he will place it into his folder. He will fill in the appropriate box on his record sheet. Then, he will get the next activity sheet from the box.

The student will be re-evaluated after each level. If this test is satisfactory, it will be entered into his record sheet and the test placed in the media specialist's records. If the post-test does not meet minimum requirements, the student will be given a list of activities to be repeated in order to pass the post-test.

Each activity sheet will state the objective, give complete and simple directions, and list any materials needed.

Because the activities will be duplicated by spirit master, addition, correction, or deletion of activities will be as simple as typing up another spirit master.

NAME _____

RECORD SHEET

Level I	Pre test	1	2	3	4	5	6
7	8	9	10	11	12	13	14
Post Test							
Level II	Pre test	1	2	3	4	5	6
7	8	9	10	11	12	13	14
Post test							

Color in each activity and test as you complete it correctly.

STUDENT ATTITUDE SHEET

(circle to respond)

	Most of the time	Some of the time	None of the time
1. Did you enjoy learning library skills in this way?	X	X	X
2. Were the directions on the activity sheets easy to follow?	X	X	X
3. Were the materials easy to find?	X	X	X
4. Were the librarians available to help you when you needed help?	X	X	X
5. Would you like to have more time to study by yourself?	X	X	X
6. Do you feel that you learn better in this way?	X	X	X

GOALS

Level 1

1. To enter the library/media center with a purpose, be polite, share materials, and to leave the center in good order.
2. To handle books properly and equipment carefully.
3. To know the procedure for charging out materials.
4. To be able to locate the variety of materials available in the library/media center (print and non-print) and to be able to return them to the proper place after usage.
5. To learn to handle simple non-print materials, both hardware and software.
6. To learn the parts of a book.
7. To distinguish between fiction and non fiction.
8. To use guide letters on dictionary pages, on the backs of encyclopedias, and on catalog drawers to locate materials.

Level 2

1. To recognize if a book belongs in the Easy, Fiction, non-fiction Biography of Reference section by examining the call numbers on the spine (or book pocket) of the book.
2. To learn the order of materials in the library/media center by alphabet and by number.
3. To differentiate among the three types of catalog cards.
4. To use the card catalog, the index of an encyclopedia, the table of contents, and index to locate materials and information.
5. To learn the 10 main classes of the Dewey Decimal Classification.
6. To become familiar with various reference sources in the library/media center.
7. To takes notes from a source, then synthesize the information into an intelligent research paragraph.

OBJECTIVES Level 1

1. Upon entering the library/media center, the student will be attentive, polite, and share the library materials the majority of the time.

2. The student will demonstrate care in handling books and other library materials the majority of the time by holding books correctly, turning pages properly, and handling equipment carefully.

3. The student will write his full name, date due and room number in the correct places when provided with a book card or an exercise sheet with a picture of a book card. The student will place the card in the proper place.

4. Given a diagram of the library/media center, the student will be able to label the main parts of the center and fill in the blanks provided.

5. Given an exercise sheet describing print and non-print materials, the student will be able to list at least three examples of each found in the media center.

6. Provided with a Filmstrip viewer, the student will select a filmstrip to view and will show competency in using the equipment by filling out the check sheet provided.

7. Provided with a Record Player, the student will select a record and will show competency in using the equipment by filling out the check sheet provided.

8. Provided with a cassette player, the student will select a cassette tape and show competency in using the equipment by filling out the check sheet provided.

9. Provided with a book from the shelf, the student will be able to locate and write down the title, author, illustrator, publisher, city of publication, and copyright date of the book.

10. Given an exercise sheet explaining the principal parts of a book and their location, the student will be able to correctly identify the parts from a book taken from the library shelves.

11. Provided with a definition of fiction and nonfiction, the student will be able to differentiate between fiction and nonfiction in three out of four examples given.

12. Given a diagram showing letters on drawers representing a card catalog and a list of five authors, the student will correctly locate the proper drawer in at least four out of five examples given.

13. Given a sample of dictionary pages and a list of five (5) words, the student will indicate if these words can be found on the page by using the "guide words".

14. Provided with a list of five topics and a set of encyclopedias, the student will be able to locate the correct volume in at least four out of five instances.

EVALUATION TEST
(Level 1)

(1 & 2)

Evaluation for objectives 1 and 2 will be an on-going activity of the media staff.

Students will be taught acceptable behavior in orientation sessions at the beginning of the year. Those students who diviate enough from this behavior to cause disruption of the orderly function of the media center or those who misuse the library materials, will be instructed further by the media staff and the teacher.

Methods of further instruction are described in the activities section of this program.

EVALUATION TEST (Level 1)

1. This is a picture of a book card.

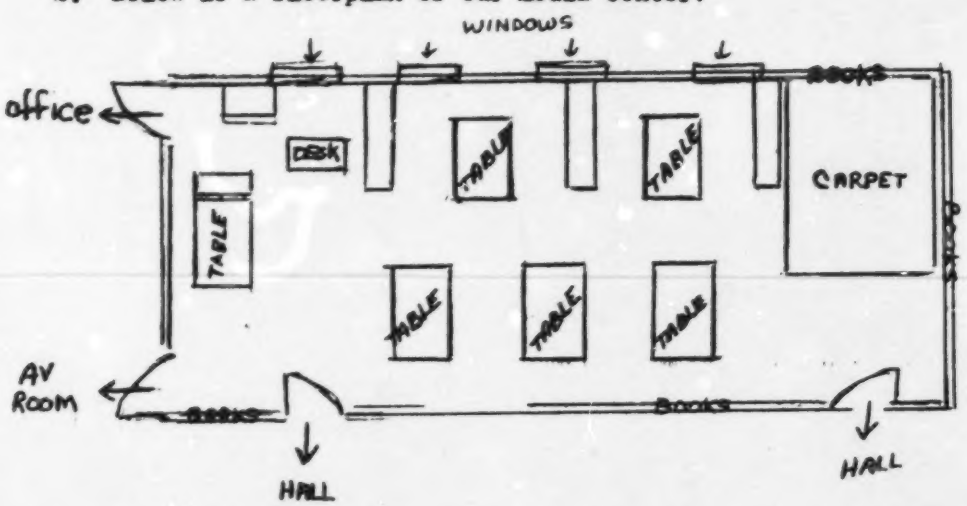
   What information must you write on it if you want to check out a book?

F
W Wilder, Laura Ingalls
Farmer Boy

Date Due	Name	Room

(3)

2. Below is a floorplan of our media center:



(4)

A. Put a 1 in a circle like this (1) where you think the card catalog is.

B. Put a (2) where the encyclopedias are.

C. Put a (3) where the Fiction books are.

D. Put a (4) where the Non-fiction books are.

E. Put a (5) where you put your book card when you want to check out a book.

F. Put a (6) where you place a book when you return it.

G. Put a (7) where the AV materials are.

3. Following are some materials we have in the library/media center. Place a P in front of those you think are Print materials and N in front of those you think are Non-print materials.

_____ books	_____ filmstrips	(5)
_____ records	_____ newspapers	
_____ magazines	_____ atlases	

4. A book has several parts. Can you name them?

_____	_____	
_____	_____	(9) (10)
_____	_____	

5. Books can be either Fiction or Nonfiction. Following are descriptions of four books. Write F for Fiction or N for Non-fiction in front of the description. (11)

_____ This is a book called, Fluff. It is about a cat and her friend, Tom, the barn mouse.

_____ This is a book called, All About Cats. It tells how to care for housecats.

_____ This book tells you how to make cookies.

_____ This book is called, The Moon is Made of Green Cheese.

6. This is a picture of a title page from a book. Can you answer the following questions from looking at this page?

(9)

Runaway Ralph
---
by
Beverly Cleary

Illustrated by
Louis Darling

William Morrow Co.
New York c.1970

A. What is the title? _____

B. Who wrote the book? _____

_____

C. Who drew the pictures? _____

_____

D. What company published the book?

_____

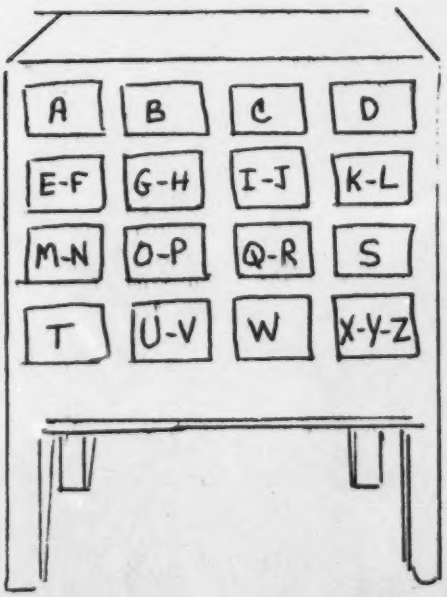
E. Where was the book published? _____

_____

F. What is the copyright date? _____

_____

7. Pictured below is a card catalog. Can you tell me in what drawer you would find the following author cards?



_____Robert McCloskey

_____E. B. White (12)

_____Laura Ingalls Wilder

_____Walter Farley

_____Clyde Bulla

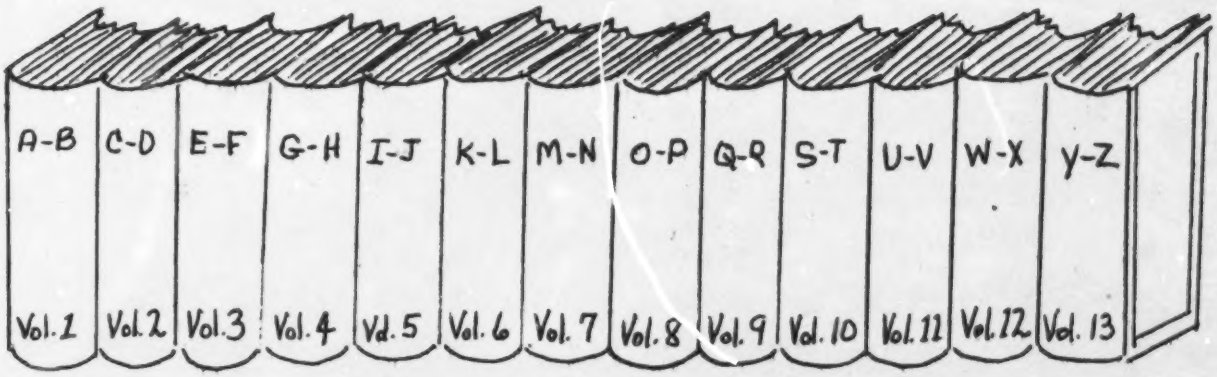
8. Suppose you are looking at a dictionary page that has the following guide words: (13)

ice - idea

Would these words be on this page? Write yes or no.

_____ icebox _____ idiot _____ ideal

_____ icicle _____ icy



9. Above is a set of encyclopedias. In what volumn can you read about the following topics? (14)

_____ Cats _____ ships _____ motorcycles

In what volumn can you read about the following people?

_____ George Washington _____ Martin Luther King, Jr.

Level 1

Activity #1

Objective: 1. Upon entering the library/media center, the student will be attentive, polite, and share the library materials the majority of the time.

2. The student will demonstrate care in handling books and other library materials the majority of the time by holding books correctly, turning pages properly, and handling equipment carefully.

During the first weeks of the school year, the student will attend orientation sessions in the library/media center with his teacher, where he will learn about acceptable behavior in the library/media center. The student will, also, learn the proper care and handling of books and library materials and equipment.

The student will be observed during the year. If he exhibits unacceptable and/or anti-social behavior, he will participate in one or both of the following activities:

1a. Activity: Let's Talk It Over

The Media Specialist will guide a discussion with student (or students) re-emphasizing awareness of the rights of others to read and study in the media center. This discussion will include awareness that proper care of books and equipment is part of the rights of others who use the media center.

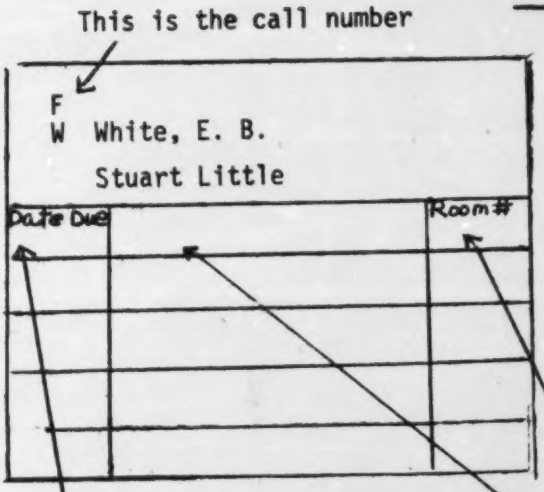
1b. Activity: Let's Act It Out

Role playing will be used to help students to visualize what makes up good citizenship in the media center. Example: Volunteers may show how to behave and how not to behave. Discussion will follow.

Level 1

Activity #2

Objective: 3. The student will write his full name, date due and room number in the correct places when provided with a book card or an exercise sheet with a picture of a book card. The student will place the card in the proper place.



This is a picture of a circulation card. Sometimes it is called a book card. You will find this card in a pocket in the back of all books in the media center.

Look at this picture carefully.

The title and the author are at the top.

Your room number goes here. Write your room number.

Write your full name here.

The date the book should be returned to the media center goes here.

Fill out this picture for practice. Then go to the shelves and find a book you want to check out. Fill out the card in the pocket in the back of the book. Show the card to Mrs. Chappas or the library assistant. Then place the card in the proper place at the circulation desk.

Good work, please go on to the next activity.

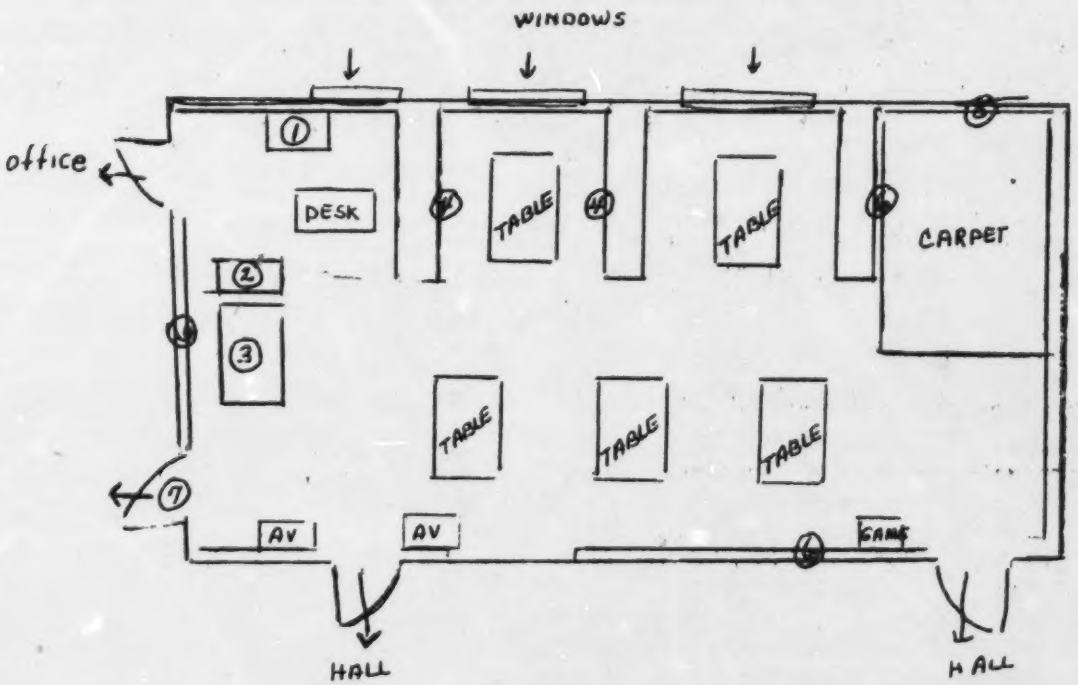
Activity #3

Objective: 4. Given a diagram of the library/media center, the student will be able to label the main parts of the center and fill in the blanks provided.

This is a floor plan of our library/media center. There are numbers in circles in several places.

Pretend you are going on a treasure hunt. How many library treasures can you find?

Walk around and match the numbers with the signs on the walls and the furniture. Then fill out the blanks below the floorplan.



1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____

If you are sure you have answered correctly, go on to the next activity.

Level 1

Activity #4

Objective: 5. Given an exercise sheet describing print and non-print materials, the student will be able to list three examples of each found in the media center.

Materials in the library/media center can be divided into two groups, called Print and Non-Print.

Print ⟶
- all books
- magazines
- newspapers
- pamphlets

Non-print ⟶
- everything else, including:
- filmstrips
- records
- tapes
- study prints
- games

List some print materials:

_____

_____

_____

List some non-print materials:

_____

_____

_____

Very good, now go on to the next activity.

Level 1

Activity #5

Objective: 6. Provided with a Filmstrip viewer, the student will select a filmstrip to view and will show competency in using the equipment by filling out the check sheet provided.

Choose a filmstrip and look at it on a Filmstrip viewer at the AV table.

Procedure

1. Plug into outlet.
2. Turn switch on.
3. Check to see if you have the beginning of the filmstrip.
4. Place roll in space marked A on the viewer.
5. Insert beginning of silmstrip in slot marked B on the viewer.
6. Turn knob marked C on the viewer away from you to foll FS through.
7. Roll FS through and take it out carefully from the back of the viewer.
8. Turn switch off.
9. Unplug cord and wrap cord around viewer.
10. Re-roll FS with start of film on outside.
11. Place in can, replace lid, and return FS to proper place.

Check List

What is the title and number of the FS_____

_____

Did you unplug cord and wrap it around the viewer?_____

Did you return the FS to its proper place?_____

Very good, go on to the next activity.

Activity #6

Objective: 7 Provided with a Record Player, the student will select a record and will show competency in using the equipment by filling out the check sheet provided.

Choose a record and listen to it using a record player at the AV table.

Procedure:

1. Plug in outlet.
2. Place record on the turntable. Turn speed indicator to proper speed.
3. Put on earphones.
4. Turn switch on.
5. Place needle on the beginning of the record very carefully.
6. Enjoy the record.
7. Take needle off the record and place on arm rest.
8. Take off the earphones.
9. Turn switch off.
10. Unplug cord and place cord on the table.
11. Place record in jacket and return to its proper place.

Check List

What is the title and number of the record?_____

Did you unplug cord? Are you sure the cord is not dragging on the floor?_____

Did you return the record to its proper place?_____

Good work, you may go to the next activity

Level 1

Activity #7

Objective: 8. Provided with a cassette player, the student will select a cassette tape and show competency in using the equipment by filling out the check sheet provided.

Choose a cassette and listen to it, using a cassette player at the AV table.

Procedure

1. Plug in outlet.
2. Place cassette in slot.
3. Put on earphones.
4. Re-wind cassette, if necessary, by pushing Rewind button.
5. Play cassette tape by pushing Play button.
6. When tape is finished, push Stop button.
7. Re-wind tape by pushing Rewind button.
8. Push stop button.
9. Push Eject button to remove tape.
10. Take off earphones.
11. Unplug cord and place it on the table.
12. Return tape to its proper place.

Check List

What is the title and number of the cassette tape?_____

_____

Did you unplug the machine and place cord on the table?_____

Did you return the cassette tape to its proper place?_____

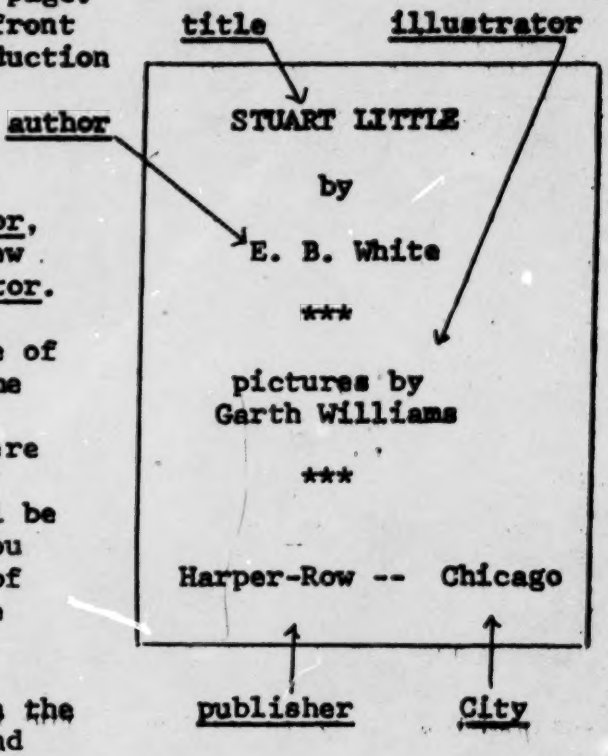
Very good, you may go the next activity

Level 1

Activity #8

Objective: 9. Provided with a book from the shelf, the student will be able to locate and write down the title, author, illustrator, publisher, city of publication, and copywrite date of the book.

This is a picture of a title page. The title page is located in the front of the book. It is like an introduction to the book.



Here you will find the title of the book, the name of the author, and the name of the person who drew the pictures, called the illustrator.

You will, also, find the name of the publisher. This means the name of the company that had this book printed. You will, also, find where (the city) the book was printed. Sometimes, the copywrite date will be on the title page, but usually, you will find it on the back (verso) of the title page, following a little c in a circle.

Study all this information on the picture. Then, go to the shelf and find a book you have already read. See if you can find this information on the title page. If you can not, ask for help.

When you think you understand how to find this information, ask Mrs. Chappas to give you a book and fill out the blanks below:

Title:_____

Author:_____

Illustrator:_____

Publisher:_____

City:_____Copywrite Date:_____

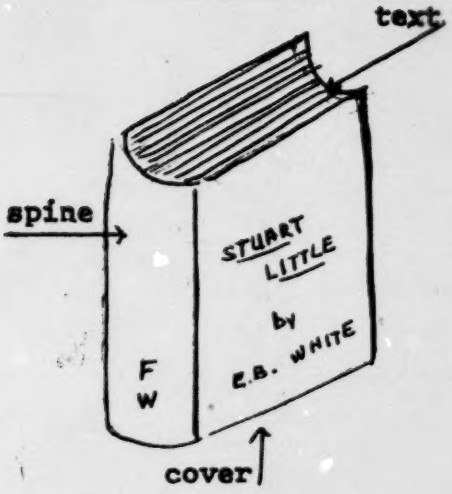
Good work, go to the next activity.

Level 1

Activity #9

Objective: 10. Given an exercise sheet explaining the main-parts of a book and their location, the student will be able to correctly identify the parts from a book taken from the library shelves.

There are other parts of a book that you should know.



The cover, usually made of cardboard and cloth, is intended to protect the book. The spine holds the book together. The text is the part in the middle that you read.

Inside a book, there is usually a contents page which comes after the title page. The contents page helps you locate information in the book.

Some books have an index which comes at the back of the book after the text.

Go to the shelf and locate a non-fiction book that has all the parts you have learned. When you think you can find these parts, ask Mrs. Chappas to give you a book and fill out the following information:

What color is the cover?_____

What is written on the spine?_____

How many chapters are in this book?_____

On what page does the index begin?_____

Are there any pictures in the text?_____

Very good, you may go on to the next activity.

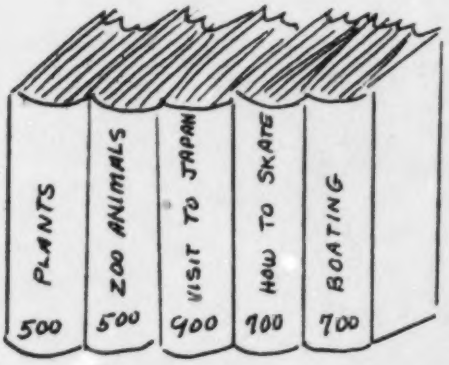
Activity #10

Objective: 11 Provided with a definition of fiction and non-fiction, the student will be able to differentiate between fiction and non-fiction in three out of four examples given.

Books can be divided into two (2) kinds - fiction and non-fiction

Fiction books are made-up stories . . . .

Non-fiction books are true facts about real things . . .



Following are titles of four books. Place an F for fiction or a N for non-fiction in front of each.

_____How to Play Baseball

_____Farm Animals Plan a Picnic

_____Prince Gallant and the Dragon

_____Our State Parks

Please go to the next activity

Level 1

Activity #11

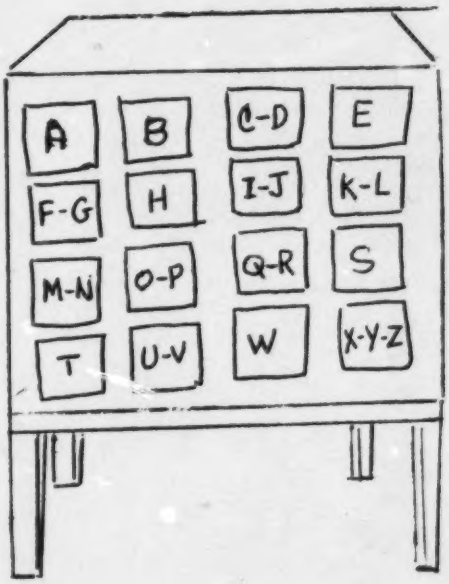
Objective: 12 Given a diagram showing letters on drawers representing a card catalog and a list of five authors, the student will correctly locate the proper drawer in at least four out of five examples given.

The card catalog is your road map in the library/media center. Titles, Authors and Subjects of books are put on cards and filed in the card catalog in alphabetical order.

Author names are filed by last name first. For example, if you wanted to find E. B. White, you would look for White, E.B.

Pictured below is a card catalog.

In what drawer would you find the following authors:



_____ Carol Brink

_____ Ruth Sawyer

_____ Robert Lawson

_____ Yoshika Uchida

_____ John Anthony

Good work, please go to next activity.

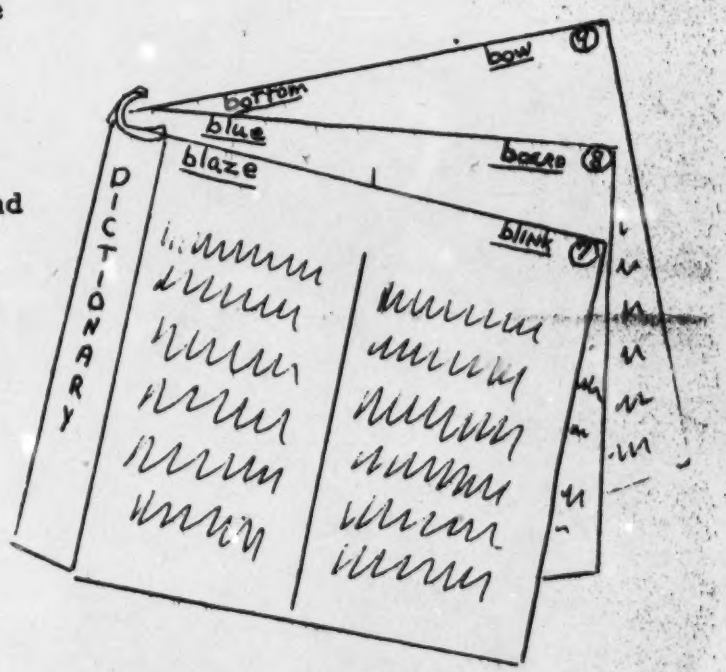
Level 1

Activity #12

Objective: 13 Given a sample of dictionary pages and a list of five (5) words, the student will indicate if these words can be found on the page by using the "guide words".

Look at a dictionary. Notice the two words in dark print at the top of the pages. These words are called guide words. They are the first and last words on that particular page. These guide words help you to find the entry words that will be on that page.

This is a picture of three dictionary pages. Look at the guide words on the pages.



On what page will you find the following words?
Write the number of the page in the blank.

_____ boar

_____ bounce

_____ blind

_____ bounty

_____ blend

Very good, go to the next activity.

Level 1

Activity #13

Objective: 14 Provided with a list of five topics and a set of encyclopedias, the student will be able to locate the correct volume in at least four out of five instances.

The guide letters on the spine of each volume in a set of encyclopedias will help you find the information you are looking for.

If you want to read about airplanes, you will look in the volume marked A. If you want to read about dogs, you will look in the volume marked D. If you want to read about a person, remember to look for his last name. For example, if you want to read about Paul Revere, you would look in the R volume.

Using a set of encyclopedias in our media center, in what volume will you find the following?

_____Flowers _____Henry Ford

_____Japan _____South Carolina

_____Muhammed Ali

What set of encyclopedias did you use?_____

What is the copywrite date?_____

Very good, you have finished the first level.

Ask for your Level 1 test.

EVALUATION (Level 2)

1. Indicate if the following books are:

E - Easy Fiction B - Biography

F - Fiction R - Reference

NF - Non-fiction (1 & 2)

____ Little House on the Prairie

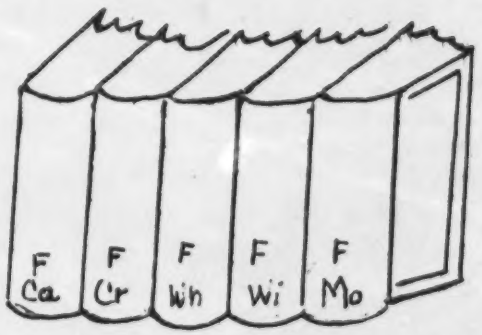
____ Cat in the Hat

____ World Almanac

____ Life of John F. Kennedy

____ Africa and Its People

2. Arrange these fiction books in order as they would appear on the library/media center shelves.

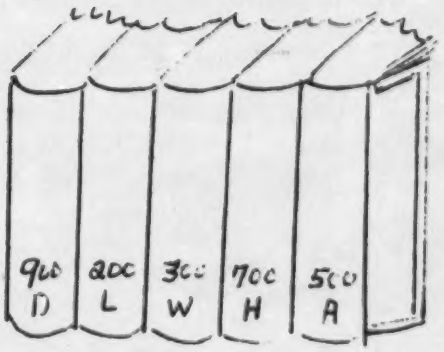


(3)

___ ___ ___ ___ ___

Write the correct order in these blanks

3. Arrange these non-fiction books as they would appear on the library/media center shelves.

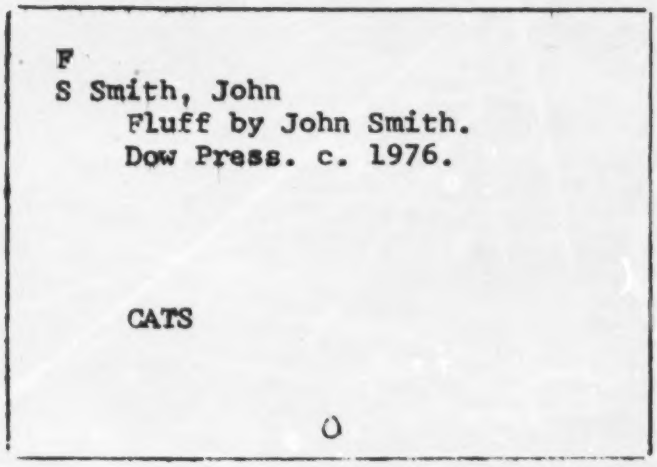


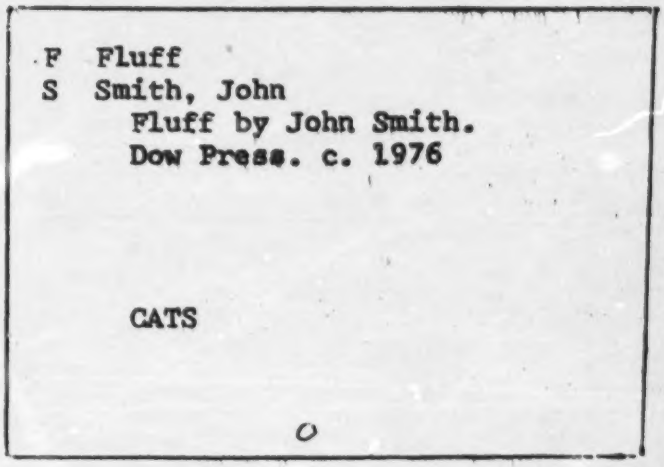
(4)

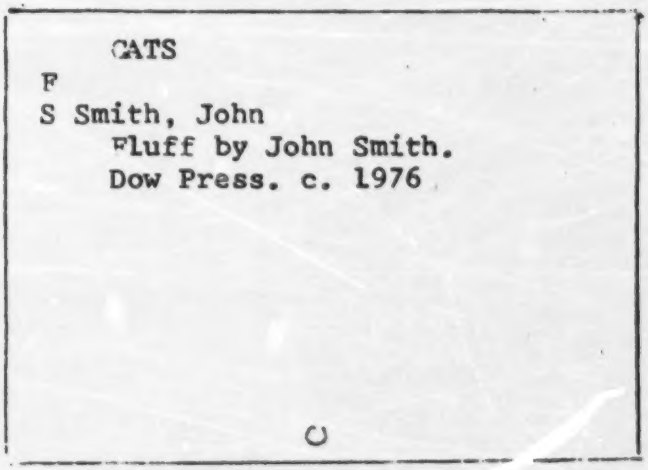
___ ___ ___ ___ ___

Write the correct order in these blanks

4. Below are three catalog cards. Write in the space below the card if you think they are author, title or subject cards.







(5)

5. Strawberry Girl is a book about a Florida family. Go to the card catalog and write the author of this book here. _____. Do we have other books by this author in this library/media center? If so, write one of the titles here. _____. (6)

Look in the card catalog under FLORIDA-FICTION to see if you can find another fiction book about Florida. If you find one write the title here. _____

6. Pretend you want to find out some information about sharks. Go to the Index of the World Book Encyclopedia and find the Volume number and page where this information can be found. (7)

_____Vol. No. _____Page No.

7. Using this page of contents, write "yes" or "no" to tell whether or no you could find something about flowers in the book, Science Begins at Home.

_____(yes or no) If yes, what page_____

(8)

Chapter		Page
1.	Your Very Own Laboratory	10
2.	Rock or Soil?	15
3.	Seeds Pop Up	25
4.	Food for Plants	33
5.	Parts of a Flower	40
6.	Fossils	46
7.	Worms Work for You	54

8. Match the Dewey Decimal class in hundreds (100, 200, 300, 400, 500, 600, 700, 800, 900, 000) with the following topics: (9)

A. Travel _____ B. Pure Science _____

C. Technology _____ D. Music _____

E. Literature _____ F. Religion _____

G. Philosophy _____ H. General Works _____

I. Social Sciences _____ J. Language _____

9. What reference book (other than a general encyclopedia) would you use to find out the following information: (10,11)

1. Where was Laura Ingalls Wilder born?_____

_____

2. What is the largest country in South America? _____

_____

3. Who won the Miss America Contest in 1960?_____

_____

4. Are squirrels and gerbils in the same family?_____

_____

5. What was the style of dress during the Revolutionary War?

_____

_____

10. Look in the World Book Encyclopedia and find the article about motorcycles. List the subheadings:

_____

_____ (12)

_____

_____

_____

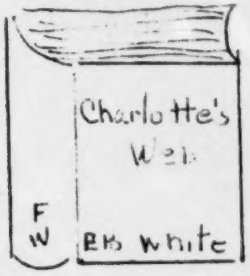
11. On the bottom of this page write what you think is important facts about motorcycles. This is called taking notes. (13,14) Be sure to put down all the information someone might want to know if he did not know anything about motorcycles. Write this information in your own words. On a separate piece of paper, write a paragraph of about 100 words using your notes. Be sure to check the spelling of your words, your punctuation, and if you have written complete sentences.

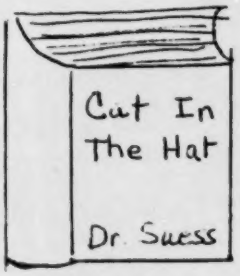
Level 2

Activity #1

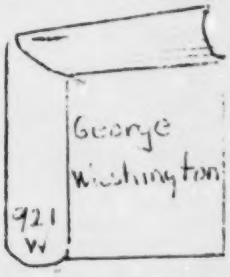
Objective: 1. Provided with five book titles, the student will correctly identify them as Easy, Fiction, Non-fiction, Biography, or Reference.

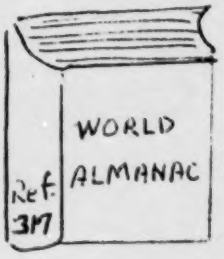
You know the difference between fiction and non-fiction. In our media center, the fiction books are divided into the regular fiction, marked on the spine with a capital F and the Easy fiction marked on the spine with a capital E.





Non-fiction books include Biographies, which are true life stories of real people, marked on the spine with 921, and Reference books, marked on the spine with Ref.





Identify the following books by placing E for Easy fiction, F for Fiction, N for Non-fiction, B for Biography, and Ref. for reference.

_____ Andrew Jackson

_____ Peter Rabbit

_____ World Book Dictionary

_____ The Matchlock Gun

_____ A Book of Snakes

Very good, go to the next activity

Level 2

Activity #2

Objective: 2. Given a written description of five books, the student will correctly identify them as Easy, Fiction, Non-fiction, Biography, or Reference.

Place E for Easy Fiction
F for Fiction
N for Non-fiction
B for Biography
R for Reference

_____ A book of maps

_____ A true life story of Abraham Lincoln

_____ A book about trains and their history

_____ A book about a princess with many pictures and few words

_____ A mystery story about two brothers

Very Good, go to the next activity

Level 2

Activity #3

Objective: 3. Given five fiction books, the student will be able to arrange them in order as they would appear on the library/media center shelves.

Fiction books are arranged on the shelf alphabetically by the last name of the author. Example: The Matchlock Gun by Walter Edmondswill be placed on the shelf with the Fiction books under E. On the spine will be F
E .

Arrange these books as they would appear on the media center shelves by putting the correct information on the spines of the books.

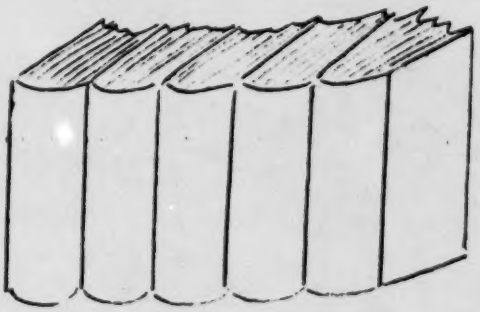
Farmer Boy by Laura Ingalls Wilder

Squaw Boy by Glenn Balch

Johnny Texas by Carol Hoff

Dot for Short by Frieda Friedman

Junket by Anne White



Good Work, go on to the next activity

Level 2

Activity #4

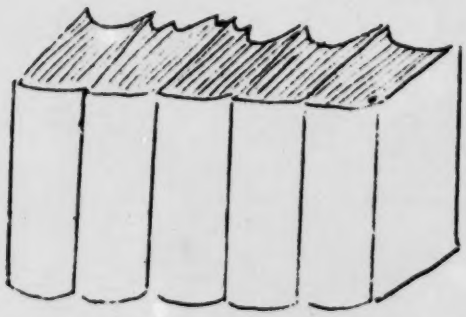
Objective: 4. Given five non-fiction books, the student will be able to arrange them in order as they would appear on the library shelves.

Non-fiction books are arranged on the shelf by Dewey Class number and by author. First, arrange by number, then by author's initial. Example: If you have two 500 books, one written by Johnson and one by Henry, which would come first?_____

(Right, Henry before Johnson or 500 H before 500 J)

Arrange the following books in correct order by placing the correct call number on the spine of the books.

500	600	300	600	900
N	E	B	A	W



Good Work, go to the next activity.

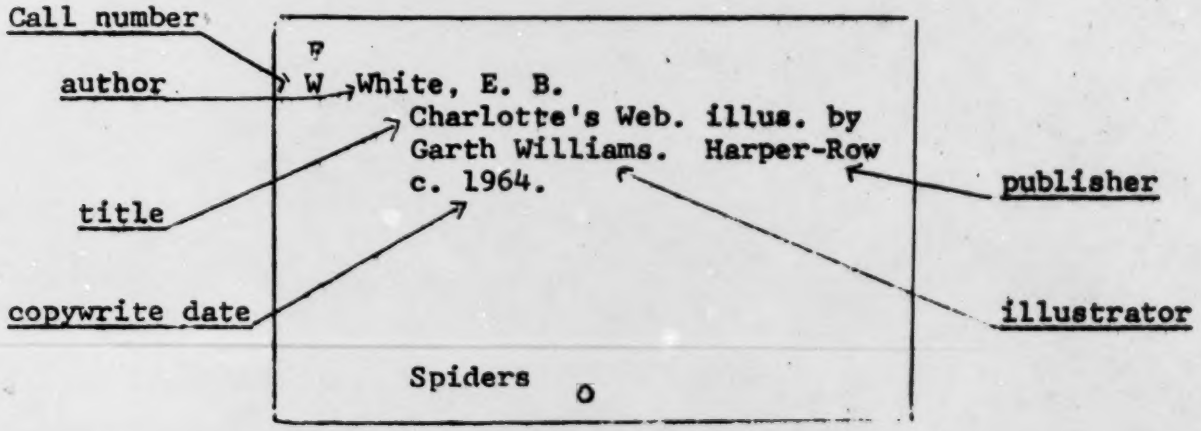
Level 2

Activity #5

Objective: 5. Given five catalog cards, the student will correctly identify at least four of the five and label them author, title or subject card.

Cards in the card catalog are divided into three (3) types; the author card, the title card, and the subject card.

Study the picture of a catalog card below to see what information it can give.



What information comes first?_____

The author comes first, so this is an author card. If the subject comes first, it is a _____card. If the title comes first, it is a _____card.

Look in the card catalog and examine the cards. Can you tell the difference between the three types of cards? When you think you can tell the difference, ask Mrs. Chappas to give you five (5) catalog cards to label which type they are.

(very good, go to the next activity)

Level 2

Activity #6

Objective: 6. Given an author, subject, and title, the student will go to the card catalog and list all the books written by the author, all titles under the subject, and the author of the title given.

Can you find information in the card catalog? Remember, cards are in alphabetical order. Disregard the articles, a, an, and the.

Why don't you practice? See if you can find the following:

1. Caddie Woodlawn
2. a book by Lois Lenski
3. a book about Africa

If you had trouble, ask for help. If you had no trouble finding the above, read on.

How many different titles do we have in the media center by Laura Ingalls Wilder? Write them here:

_____ _____

_____ _____

_____ _____

_____ _____

Do we have any books about Indians? If so, write two titles here:

_____ _____

Who wrote A Wrinkle in Time?

_____

Good work, go to the next activity.

Level 2

Activity #7

Objective: 7. Given three topics and an index from a set of encyclopedia, the student will be able to locate and write down the volume and page number where the topics can be found in at least two cases.

Every set of encyclopedias has an index volume to help you find information faster. Usually, the index is in the last volume.

Using the World Book Encyclopedia, examine the index volume.

Here is a sample entry from the World Book Index:

Greece G:350 with pictures and maps
Athens (History) A: 809-810
Cyprus Ci: 963
Easter (In Greece and Romania) E:28
United Nations (Conflict on Cyprus) U: 40c
World War 11 (The Allies) W: 381
See also the list of Related Articles in the Greece article

What volume and page is the main article on Greece found?

As you can see, you can read about Greece in other volumes - such as in Ci volume under Cyprus, and so forth . . .

The index also tells you that you can find related articles in the main article on Greece.

Look in the index and write down what volume and page number you can find the following:

Baseball	Vol._____	Page No. _____
Kangaroo	_____	_____
South America	_____	_____

Good Work, please go to the next activity.

Level 2

Activity #8

Objective: 8. Given a picture of a table of contents, the student will be able to answer at least four out of five questions related to the contents.

The contents page will help you to find information when you do not want to read the whole book. The contents page is located in the front of a book after the title page.

Study the table of contents pictured below. Then answer the questions.

Chapter		Page No.
1.	Library Citizenship	5
2.	Library A B C's	11
3.	Parts of a Book	15
4.	Author Names	25
5.	Fiction Books	36
6.	Non-fiction Books	42
7.	The Card Catalog	50

How many chapters in this book?_____

What is the longest chapter?_____

On what pages can you read about fiction books?_____

In what chapter can you read about the cover, spine, and index?

Very good, go to the next activity.

Level 2

Activity #9

Objective: 9. Given a list of 10 titles, the student will match them with the 10 major classifications of the Dewey Decimal System, being correct in at least eight (8) instances.

Melvil Dewey loved to read. He bought many, many books. Soon, he had books on every shelf in his house. He had books in every closet and in every drawer in his house. Melvil tried to keep his books in order, but he could not always find the book he wanted.

One day, he came upon the idea of classifying books according to what they were about (subject). He then gave a number to each of these subjects. This system was so good that it is used in many libraries today. This system is called the Dewey Decimal Classification System. It is used for all non-fiction books.

Melvil Dewey choose these subjects by imagining himself to be a prehistoric man. He asked himself questions he thought a primitive man would have asked.

DEWEY DECIMAL CLASSIFICATION SYSTEM

100 - Who am I?	PHILOSOPHY AND PSYCHOLOGY (Man thinks about himself)
200 - Who made me?	RELIGION (Man thinks about God)
300 - Who is the man in the next cave?	SOCIAL SCIENCES (Man thinks about other people)
400 - How can I make that man understand me?	LANGUAGE (man learns to communicate)
500 - How can I understand the world about me?	SCIENCE (Man learns to understand nature)
600 - How can I use what I know about nature?	APPLIED SCIENCE AND USEFUL ARTS (Man learns about fire, wheel, how to make weapons, and other things we use)
700 - How can I enjoy me leisure time?	FINE ARTS AND RECREATION (Man learns to paint pictures, create music, and to play games)
800 - How can I record man's heroic deeds?	LITERATURE (Man becomes a storyteller. He creates fables, epics, poetry, and puts them into writing)

Activity #9 (Cont'd)

900 - How can I leave a record for men in the future?	HISTORY - GEOGRAPHY - BIOGRAPHY (Man writes about events and people who participate in them)
000 -	GENERAL WORKS (These numbers are used for books of information such as encyclopedias and other reference books)

Study this Classification System. Also, look at the large poster of the Dewey System we have in the Media Center.

When you think you understand how non-fiction books are classified, do the following exercise:

Following are 10 book titles. Using what you have learned, in which Dewey Class Number do you think these books belong? Write 100, 200, 300, etc. . . in the blanks.

_____ The Bible Story

_____ How to Build a Better Vocabulary

_____ The Book of Games

_____ Georgia

_____ Motors and Engines and How they Work

_____ The Poetry Book

_____ Stars and Planets

_____ Child Psychology

_____ Famous First Facts

_____ Families and Their Needs

Good Work, go on to the next activity.

Level 2

Activity #10

Objective: 10. After examining reference section, the student will list at least five reference books other than general encyclopedias.

_____

Reference books are books that are designed to help you find information quickly. Go to the reference section of the library/media center and find at least five reference books. Remember, they will be marked with Ref. on the spine. Do not use general encyclopedias.

Look at these books. Do they have a table of contents?_____ Do they have an index?_____What special information can you find in them?_____

Ask for help if you need it.

After examining these books, write down the following information on each book. You may use the back of this paper if you need to.

1. Title _____

2. What type of information can you find in this book?_____

_____

Good work, go to the next activity

Activity #11

Objective: 11. Given five reference questions, the student will correctly answer at least four out of the five and cite the resource used.

Answer the following reference questions. Use other sources than the general encyclopedias.

1. What is the meaning of the word sari?_____

   Source and page #_____

2. What is the population of Japan?_____

   Source and page #_____

3. How many home runs has Hank Aaron hit?_____

   Source and page #_____

4. Who painted the Blue Boy? _____

   Source and page #_____

5. What is the distance from New York City to Chicago?_____

   Source and page #_____

Very Good, go to the next activity.

Activity #12

Objective: 12. Provided with a topic, the student will make an outline using the subheadings from the World Book Encyclopedia.

Articles in encyclopedias use subheadings to make it easier for you to find information if you don't have time to read the entire article.

Look in the D volume of the world Book to find Deer. This article is divided into sections, The Body of a Deer, The Life of a Deer and Kinds of Deer.

Under these divisions, other divisions are made by words in dark print. For example under Body of a Deer, there is a section entitled Legs and Hoofs and another Head, and still another, Antlers.

If you wanted to find out about a deer's antlers, would you have to read the entire article? _____(yes or no)

Suppose you wanted to make an outline about Deer. Using the subheadings, it would look like this:

Deer

I. Body of a Deer
   A. Legs and Hoofs
   B. Head
   C. Antlers

II. Life of a Deer
   A. Young
   B. Food
   C. Habits

III. Kinds of Deer
   A. North American Deer
   B. Central and South America Deer
   C. Asian and European Deer

Look through the encyclopedia and find another article. Outline as the one above using the sub-headings. You can use the back of this paper.

Be sure to write down the Enc. Volume and page number.

Very good, please go to the next activity.

Level 2

Activity #13

Objective: 13. Given a topic from the World Book Encyclopedia, the student will take notes that answer the following questions, when applicable: what (or who), where, how, what kind, how much, how many. A working outline will be written.

Look in Volume E (No. 6) of the World Book Encyclopedia and read the article about Elephant.

Using 3 x 5 cards or notebook paper, write down, in your own words, what you think are the important facts about elephants.

Have you stated what you are writing about so that someone who has never heard of an elephant will know what you mean?

Have you stated where elephants live? Can you give important facts by answering the following questions: How? What kind? How much? How many?

Make an outline from the subheadings if this will help. In this way, you can see if you have written down the important facts from each section.

Ask for help if you need it. You will need good notes for the next activity.

Very good, go to the next activity.

Level 2

Activity #14

Objective: 14. Provided with topic and notes from activity #13, the student will write a research report of between 50 and 100 words that will meet the following criteria:

A. The report will be in complete sentences.
B. The report will be punctuated correctly.
C. The report will include the main facts as per objective #13.
D. The report will be unacceptable if it contains more than one misspelled word and two grammatical or punctuation errors.

Using your notes from the last activity, write a report about elephants. Read the objective carefully to see what the requirements are. Ask for help if you do not understand the requirements.

Use any kind of paper for your practice copy, but be sure to write your final report on the back of thispaper.

Congratulations, you have finished Level 2.
Ask for Level 2 test.

BIBLIOGRAPHY

1. Abrash, Barbara, Programmer. Library Skills, A Program for Self Instruction. McGraw-Hill Co. New York. c. 1970.

This is a programmed text for using the library. It is too advanced for my purposes, but interesting. It could be very valuable for someone who wants to increase his knowledge regarding library usage.

2. Beck, Margaret V. and Vera M. Pace. A Guidebook for Teaching Library Skills, Book One. T. S. Denison. Minneapolis. c. 1965

This is the foundation volume in this series. This book sets the stage for acquiring the skills that lead toward more independent use of the library. This book deals mainly with using the card catalog.

3. Beck, Margaret V. and Vera M. Pace. A Guidebook for Teaching Library Skills, Book Two. T. S. Denison. Minneapolis C. 1965.

The second book of this series, dealing with using the Dewey Decimal System includes activities to arouse interest and appreciation of authors and various types of literature.

4. Beck, Margaret V. and Vera M. Pace. A Guidebook for Teaching Library Skills, Book Three. T. S. Denison. Minneapolis. c. 1965.

This book deals with how to use reference materials in an elementary school library.

5. Bowers, Melvyn K. Library Instruction in the Elementary School. Scarecrow Press. Metuchen, N. J. c. 1971

This book goes beyond just a skills text. It contains information on how to run a complete library program for an elementary school. A programmed skills booklet for the student is included in the back of the book.

6. Encyclopedia Britannica Educational Corp. Publishers. Library Reference Skills. c. 1969.

A set of 36 transparencies, organized in what EBE calls a Flipatran Book, a 64-page student resource book and a 64-page teacher guide. This is a complete program of study skills, but more teacher oriented than I would want to use. I would want the transparencies separate so that more students had access to them. There are many good activities and ideas in this program.

7. Encyclopedia Britannica Educational Corp. Publishers. Advanced Library Reference Skills. c. 1969

This is more of the same, written on a Junior High or High School Level. It seems better for classroom use than in an open library situation. Good ideas, however.

8. Margrabe, Mary. The Now Library Media Center. Acropolis Books Washington, D. C. c. 1973.

This is a stations approach to teaching library skills. The activities are good. Goals and an evaluation instrument are included.

9. The School Library Association of California (Northern Section). Library Skills. Fearon Publishers. San Francisco. c. 1958.

This book is written to show how to teach library skills through games and devices (materials). It is organized in what I would call activities. The skill to be taught is given, materials are listed, and then directions are given for the activity. This type of teaching can make learning fun.

PERIODICALS & DOCUMENTS

1. Iadanza, Margaret A. "The Development of a Bibliography of Library Skills Instructional Resources." Published Nov. 1975. ERIC ED 114085

This bibliography has been compiled to familiarize the librarian with methods to assist the library user to take full advantage of the library resource. There are over 1,000 entries organized according to title, subject, and media form, dealing with skills to locate books, use of the card catalog, selection of reference materials, and AV use.

2. Mahoney, Sally. "Individualizing the Library", Elementary English Journal. V. 52. pp 364-50. March, 1975.

This article describes an individualized reading project designed by librarians at Lakeland School to be used with gifted students. Goals are given as; to encourage reading and research. Examples are given.

Bibliography (cont'd)

3. Schwartz, Edith & others. "Instructional Program for Library/ Media Center". Published 1975. Cheltenham Township School District, Elkins Park, Pa. ERIC ED 114082.

This is an instructional library program for K-12. Learning objectives are listed for each grade level. An elective mini-course is available for 10-12. Subjects include orientation, parts of a book, audio visual materials, alphabetizing, Dewey System, card catalog, dictionaries, atlases and maps, research skills, periodicals, vertical file, reference works, and literature appreciation.